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ABSTRACT

This study examines how one Mississippi elementary school countered the growing trend toward minority isolation with the Community and Home Access for Mississippi Parents and Students project, which was designed to combat white flight, improve academic performance on standardized reading tests, and increase access to technology. Project components included the Accelerated Reader Program, supported by computer software and designed to promote in-class and outside reading; promotion of parent-to-student reading at home and in school; extensive infusion of technology in classrooms and homes (via a computer loan program), coupled with teacher and parent computer training; community outreach programs to enhance school efforts and promote school image; and diversity training for parents, staff, teachers, and the community. Evaluation included examination of: minority isolation; student achievement; hours students spent reading; hours parents spent with students reading or using the computer; hours that students interacted with technology at school; and parent satisfaction with the availability and use of technology at school. Data from parent and student surveys, students' achievement scores, and court reports on minority isolation indicated that there was positive movement in all of the goals except minority isolation, which increased rather than decreased. The questionnaires are appended. (SM)

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An Analysis of One School's Attempt to Combat White Flight

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ABSTRACT

Although segregation of schools was ruled unconstitutional nearly 50 years ago, minority isolation is still a mainstay across the United States, especially in large metropolitan cities. Minority isolation, typically described by an extremely high percentage of minorities in a particular location, is a product of "white flight"--the exodus of whites out of cities. The majority of "white flight" occurred from the 1950's to the 1980's and has slightly lessened in more recent years; however, as school choices increase, a resurgence of "white flight" seems to threaten schools once again. When one school, located in the southeastern part of Mississippi, was faced with a growing trend of minority isolation, the district countered with the Community and Home Access for Mississippi Parents and Students (CHAMPS) project. The CHAMPS project, which was implemented to combat "white flight", was targeted in one elementary school in the district. Although the school reached the majority of it intended benchmarks (goals) under the CHAMPS project, minority isolation increased, rather than decreased. This paper discusses the results of the study and speculates as to why this project, although quite effective in improving reading levels and school image, was less effective in stopping the growing trend towards minority isolation.

An Analysis of One School's Attempt to Combat White Flight

Minority isolation, typically described by an extremely high percentage of minorities in a particular location, owes its beginnings to "white flight"–a phenomenon that started nearly 50 years ago. The majority of "white flight" occurred from the 1950's to the 1980's and has slightly lessened in more recent years; however, as school choices increase, a resurgence of "white flight" seems to threaten schools once again. "White flight" not only has severely impacted the social and economic condition of cities across the nation, but it has also impacted the very make-up of public school districts across the nation (Thompson, 1999). Thus, although the 1954 Supreme Court decision (Brown vs. The Board of Education of Topeka, Kansas) which ruled that Plessy v. Fergerson's separate but equal notion violated both the 14th and 15th Amendments, minority isolation in schools still exists in the United States (Arp, 1999). Primarily, this condition subsist in schools because, when desegregation was ordered in states and busing strategies were implemented, "protest demonstrations, boycotts, marches" (Rossell & Armor, 1996, p. 268) ,and ultimately, white "defection" from the inner cities to exclusively white suburbs followed (Arp, 1999, 757). In fact, even a decade ago, cities like Chicago, which led "…the nation as the most isolated metropolitan area for blacks, with 71% of its African-American residents living in nearly all-black

localities" (Baskerville, 1992, p.45), and other cities, as represented in Table 1, have succumb to the negative effects often associated with the "white flight" phenomenon that often strips cities of their tax base and businesses.

Today, even though the busing crisis has subsided, this reality, coupled with other elements such as the growing competition from private and charter schools, has led to a new dimension of school choice and the re-igniting of "white flight". As a result, school districts have been faced with the challenge of developing approaches and strategies to keep white families from leaving and to coax those who have elected to leave, back. One such district has been examined in this study.

The Problem

A school district, located in the southeastern part of the state of Mississippi, realized they had a problem with minority isolation when enrollment for minorities increased from 52% in 1994 to over 70% in 1998. Further, this increase in minority isolation could not be attributed to the existing magnet programs in the district as the ratios in these programs had not changed significantly in the same time period. Rather, parents of students living in the attendance zone were choosing to send their children to one of the three private schools in the area or were moving to the adjacent school district which was more populated with whites.

In 1999, the district served 3,221 students living

within the city limits of a small town with a total population nearing 19,000. The per capita income of the community at the onslaught of this study was $11,000, with 24% of the families below the poverty level. In addition, 80% of the students in the district qualified for the federal free or reduced lunch program.

The district has operated under a court-ordered desegregation plan since the early 1970's through a series of consent orders revisited periodically. Also, the district has successfully operated a magnet school program to voluntarily desegregate it's elementary schools with some success. However, minority isolation is once again becoming a concern for the district, especially in one elementary school--to be referred to as the targeted school for the purposes of this discussion.

The severity of the minority isolation impacting the targeted school has been illustrated in the Figure 2. The targeted school has traditionally been able to hold its non-minority students even when other schools were experiencing extensive "white flight". Yet this trend has reversed over the last five years, and the targeted school is beginning to see the same pattern of minority isolation occurring. In fact, enrollment of whites has steadily decreased from 230 in 1994 to 107 students in 1998, representing a total loss of 77 students (33%) combined over a four year period.

In 1999, of the 360 students enrolled in the targeted school, 255 qualified for free and reduced lunch. To add,

with over 70% of its students coming from economically disadvantaged homes, the targeted school has a high number of students at risk of educational failure due to poverty. Hence, in addition to an increase in minority isolation, the targeted school has also experienced a decrease in the level of student achievement as measured by standardized tests traditionally given each fall. In fact, reading scores at the targeted school on the Iowa Test of Basic Skills dropped from a 50th percentile average in grade four in 1996 to a 37th percentile average in 1998.

The Strategy

Because parents of non-minority students within this school zone are increasingly opting to send their children to the three private schools within the city or are moving to the surrounding county school district in the belief that their children will receive a better education, the project, Community and Home Access for Mississippi Parents and Students (CHAMPS), was employed to combat white flight, improve academic performance on standardized reading test, and increase access to technology. The CHAMPS project has been federally funded for a three year period starting with school year 1999-2000. The project components include (a) the Accelerated Reader Program, supported with computer software and designed to promote in-class and outside reading, (b) the promotion of parent-to-student reading at home and on the school site as well, (c) extensive infusion of technology in classrooms and in homes (computer loan

program) coupled with teacher and parent training in computer use, (d) various community outreach programs to assist school efforts and promote school image, and (e) diversity training for teachers, staff, parents, and the community at large.

Assessment

Project Benchmarks

In order to properly assess whether or not the CHAMPS project has been successful, specific benchmarks (goals) were outlined for each of the three project years. Since this project is presently entering its second year, only benchmarks and results from the first year analysis will be discussed. The benchmarks include the following: (a) by the end of the project period, minority isolation will decrease from an enrollment that is 70% minority to an enrollment that is 67% minority (60% by 2002) without increasing minority isolation at other elementary schools within the district, (b) by the end of the project period, average achievement scores for students in reading as measured by pre and post-test STAR Assessment results will be at or about the 40th percentile rank (50% percentile rank by 2002), (c) by the end of the project period, the average number of hours students spend reading outside of school will increase by 25% (50% by 2002) as self-reported on the yearly pre and post-questionnaire, (d) by the end of the project period, the average number of hours parents of students spend with their children either reading or using

technology will increase by 25% (50% by 2002) as self-reported on the yearly pre and post-questionnaire, (e) by the end of the project period, the average number of opportunities for students to interact with technology in the classroom in large and small group situations will increase by 25% (50% by 2002) as self-reported on the yearly pre and post-questionnaire, and (f) by the end of the project period, the number of parents who report satisfaction with the availability and use of technology in the classroom will increase by 25% (50% by 2002) as self-reported on a yearly pre and post-questionnaire.

Instrumentation

In order to analyze project effectiveness, three methods were utilized. To assess student perceptions, two separate survey instruments– one for students in grades kindergarten through second and one for students in grades third through fifth– were developed and administered in the fall of 1999 and the spring of 2000. A third survey, administered in the same fashion, was used to assess the perceptions of parents, (see Appendix A-C for survey instruments). Perceptions of both students and parents were measured using a 3 and 5-point Likert scale. Mean score data results were used to compare pre and post results under each benchmark.

In addition to analyzing survey data, students in grades second through fifth were given the STAR Assessment pre-test in the fall of 1999 and the post-test in Spring

2000 (kindergarten and first grade students due to pre-testing limitations were not included). Mean score results from pre and post-test were compared and percentage gains were calculated in order to gauge whether or not project benchmarks had been met and if so, to what degree.

To ascertain whether or not minority isolation had declined, 1999 court reports were analyzed and compared to the 2000 court reports.

Findings

CHAMPS project findings revealed that results under each benchmark moved in a positive direction in the first year, except for one of the most important goals--reversing minority isolation trends. Pre-test results from the STAR Assessment which measured the reading levels of students, as illustrated in Figure 3, increased from the 35th percentile to the 39th percentile, yet still fell a little short of the 40th percentile benchmark set.

Other results showed that the number of hours students read outside of class also increased. In fact, spring (post) questionnaires indicated that students reported spending 196 minutes (3:26 hours) per week reading outside of class, as opposed to 135 minutes (2:25 hours) reported on the fall (pre) questionnaire. This difference accounted for more than a 25% increase, which was the pre-established benchmark to be reached for the targeted school.

Parents, as illustrated in Figure 4, reported similar differences. Here, fall questionnaires indicated that

parents were spending 109 minutes (1.82 hours) per week reading to or with their children; however, that number increased to 140 minutes (2.33 hours) by the end of the school year. This gain reflected more than a 25% increase which satisfied the benchmark set for the year.

The average number of opportunities for students to interact with technology in the classroom in large and small group situations also improved at the targeted school. Students during the pre-questionnaire phase reported that they spent 69 minutes per week engaged in technology in the classroom; this increased to 99 minutes per week by the post-questionnaire phase. The increase constituted more than the needed 25% gain for the year.

The number of parents who reported satisfaction with the availability and use of technology in the classroom, as reflected in Figure 5, also increased. Satisfaction ratings, which were converted and measured on a 5-point Likert scale with 5 representing the highest level of satisfaction, revealed that the satisfaction levels of parents increased from a score of 3.8 in the fall to a score of 4.1 in the spring. This shift in satisfaction represented a positive change and was also substantial enough to meet the benchmark set.

Even though the majority of benchmarks outlined in the project were either reached, surpassed, or moved in a positive direction, one of the most critical benchmarks– decreasing minority isolation– was not met. In fact,

minority isolation increased. This unforeseen outcome, which is illustrated in Figure 6, created an unique juxtaposition. For, although the targeted school improved reading levels, infused technology in the classrooms and in homes, reached out to parents and the community, and trained staff and community in diversity, the trend towards minority isolation still did not wane. Figure 6 outlines the results of the court reports. During the first project year, minority isolation increased from 70% to 73%, representing a 3% increase. The district mirrored a similar pattern, for minority isolation grew from 87% to 89%--representing a 2% increase.

Discussion, Speculation, and Recommendations

Before discussion commences, it is important to note that this study is still in progress and will not end until Spring 2002. Thus, results only represent the first of a three-year project. With that in mind, results are tenuous at best and interpretation of such results are merely speculative in nature.

One of the most perplexing findings in this study was the revelation that although the targeted school improved its reading scores, technology base, and parent satisfaction levels, as well as other efforts launched in the community to "paint" a positive picture of the school, it was ineffective in impacting minority isolation. For, by the end of school year 2000, more white families pulled their children out of the targeted school, while more black

families enrolled their children. Obviously, this was not the intended effect. This unexplained contradiction in outcome can best be described as perplexing. However, the researchers of this project contend that the results and full impact of the CHAMPS program may not be fully realized until program completion in 2002.

Another consideration is that the CHAMPS project designers that set the strategies in place drew assumptions, through various focus groups conducted, that if certain changes were made at the targeted elementary school through the CHAMPS project, and if diversity training was implemented, then the indirect result would be a lessening of minority isolation. This assumption on the surface seems plausible, but it may not address all the factors that impacted a parent's decision to withdraw their child from the school and thus could potentially fall short of influencing minority isolation completely. For example, the researchers noted that one critical element was left out of the district's strategy- the surveying of parents who have opted to either leave the district completely or enroll their children in a competing private and charter school. This step is recommended because it will enable the district to gain insight as to why parents are opting to withdrawn their children. Further, it could also strengthen the capabilities of the school district to actively recruit these parents back into the school community. In other words, the CHAMPS project has been designed to focus on the

present student body, its current parents, and some aspects of the community, but the project may need to take a more concerted effort to specifically "earmark" those parents who have removed their children from the targeted school to attend private schools in an attempt to understand and address their concerns more intimately and reform the CHAMPS program accordingly.

Furthermore, another recommendation would be to extend the district's efforts in reversing "white flight" beyond the targeted elementary school. Currently, the district is concerned with one school; however, trends indicate that the entire district is losing white students. Thus, it may be difficult for one school to reverse trends that are apparent throughout the entire district. With that in mind, it may be beneficial to broaden the scope of the CHAMPS program and promote it throughout the entire district.

Conclusion

The CHAMPS project, which was implemented to combat "white flight" in a targeted elementary school in Mississippi, is a credible undertaking. The targeted elementary school not only improved reading test scores, increased the availability and use of technology in the classroom and in homes, provided technology training for parents and teachers, and reached out to the community to promote school efforts, but it also, throughout the school year, maintained and projected a positive image of its school. Although the school reached the majority of it

intended benchmarks (goals), minority isolation increased, rather than decreased. This result could suggests that not enough time has gone by to see a change in enrollment trends, for the program is still in its infancy, or it could suggests that the district may need to extend the program to include specific recruiting strategies to encourage those parents who have left the system to come back.

APPENDIX A

Student Questionnaire: Kindergarten and Second Grade

The CHAMPS Reading & Technology Survey for K-2nd grade
(21 Questions)

Directions: CIRCLE the PICTURE that you agree with for each question. Answer honestly. There are no right answers. Raise your hand if you do not understand a question.

1. I am a girl.

I am a boy.

2. I am in Kindergarten. K ☆☆☆

I am in 1st grade 1st I am in 2nd grade 2nd

3. I can read.

A lot ☆ A little ☺ Not at all ✖

4. When I come home from school, my parent/guardian is home.

All the time ☆ Sometimes ☺ Don't know ?

Not a lot ₦ Never ✖

5. I read at home with my parent/guardian.

All the time ☆ Sometimes ☺ Don't know ?

Not a lot ₦ Never ✖

6. My parent/guardian reads to me ⓪❶❷❸ or ❹ times a day.
Circle only one choice. ⓪ ❶ ❷ ❸ ❹

7. I try to read at home on my own.
All the time ☆ Sometimes ☺ Don't know ?
Not a lot ₦ Never ✖

8. I like to read.
All the time ☆ Sometimes ☺ Don't know ?
Not a lot ₦ Never ✖

9. I only read when my teacher makes me.
Yes ☆ No ✖ Don't know ?

10. My teacher reads to my class.
All the time ☆ Sometimes ☺ Don't know ?
Not a lot ₦ Never ✖

11. My teacher reads ❍❶❷❸❹❺❻ or ❼ times each day to our class.

Circle only one. ❍ ❶ ❷ ❸ ❹ ❺ ❻ ❼

12. I like when someone reads to me.

Yes ☆ No ✖ Don't know ?

13. My teacher gives me reading homework.

All the time ☆ Sometimes ☺ Don't know ?

Not a lot ₦ Never ✖

14. My teacher gives us rewards for reading at home?

All the time ☆ Sometimes ☺ Don't know ?

Not a lot ₦ Never ✖

15. We use a computer in our class.

All the time ☆ Sometimes ☺ Don't know ?

Not a lot ₦ Never ✖

16. I know how to use the computer in our class?

Yes ☆ No ✖ A little ☺ Don't know ?

17. I use a computer at home with my parent/guardian.

All the time ☆ Sometimes ☺ Don't know ?

Not a lot ₦ Never ✖

18. My teacher let's us work on the computer in pairs.

All the time ☆ Sometimes ☺ Don't know ?

Not a lot ₦ Never ✖

19. My teacher let's us work on the computer in groups (3 or more)

All the time ☆ Sometimes ☺ Don't know ?

Not a lot ₦ Never ✖

20. My parent has borrowed a computer from the school.

Yes ☆ No ✖ Don't know ?

21. My teacher let's us work on computers ❍❶❷❸❹❺❻ or ❼ times each day

Circle only one. ❍ ❶ ❷ ❸ ❹ ❺ ❻ ❼

The end. Thank you students.

APPENDIX B

Student Questionnaire: Third through Fifth Grade

CHAMPS Survey for 3rd, 4th and 5th Grade Mason Students

We are trying to find out how much time you read outside of school and what technology is in the home. PLEASE fill-out this 24-question survey as truthfully as possible and BE SURE to return it to your teacher once you are done. You do not have to give your name, and remember, there are NO RIGHT ANSWERS, just answer honestly. Thank you very much.

–United for Children –Mason Elementary CHAMPS Committee

Diretions: Check off the response you agree with for each question.

1. I am a boy_____ girl _____

2. I am in the_____ grade

   3rd_____ 4th_____ 5th _____

3. How many total hours do you see your parents/guardians after school and before you go to bed?

   O hours_____ 1 hour_____ 2 hours_____ 3 hours_____

   4 hours_____ 5 or more_____

4. I read with my parents/guardians weekly.

   Really Agree! ____ Kind of Agree_____ Don't Know_____

   No_____ Absolutely No!_____

5. Out of a seven day period (one-week) , my parents read to me.

   0 days____ 1 day____ 2 days____ 3 days____ 4 days____

   5 days____ 6 days____ 7 days_____

6. When a parent or guardian reads to me, they read for____each time we sit down.

0-15 minutes____ 15-30 minutes____ 30-45 minutes____

45-60 minutes____ 60+____

7. I like when someone else reads to me.

Really Agree! ____ Kind of Agree_____ Don't Know_____

No_____ Absolutely No!_____

8. My teacher or my school encourages me to read at home with my parents/guardians?

Really Agree! ____ Kind of Agree_____ Don't Know_____

No_____ Absolutely No!_____

9. I like reading on my own at home.

Really Agree! ____ Kind of Agree_____ Don't Know_____

No_____ Absolutely No!_____

10. I only read outside of class if I am forced to read.

Really Agree! ____ Kind of Agree_____ Don't Know_____

No_____ Absolutely No!_____

11. My teacher gives us rewards for reading outside of class.

Really Agree! ____ Kind of Agree_____ Don't Know_____

No_____ Absolutely No!_____

12. Out of a seven day period (one-week) , I read.

0 days____ 1 day____ 2 days____ 3 days____ 4 days____

5 days_____ 6 days____ 7 days_____

13. When I read, I usually read for about _____each time I sit down.

0-15 minutes____ 15-30 minutes____ 30-45 minutes____

45-60 minutes____ 60+____

14. I know how to use a computer?

Really Agree! ____ Kind of Agree_____ Don't Know_____

No_____ Absolutely No!_____

15. My teacher taught me how to use a computer.

Really Agree! ____ Kind of Agree_____ Don't Know_____

No, someone else taught me_____ No, no one has taught me _____

16. I have used a computer at home with my parents/guardians that Mason Elementary has provided.

Yes_____ No _____ Don't know_____

17. Out of a seven day period, I work with my parents on a computer.

0 days____ 1 day____ 2 days____ 3 days____ 4 days____

5 days_____ 6 days____ 7 days_____

18. I use a computer with my parents/guardians approximately_____ each time we use it.

0-15 minutes____ 15-30 minutes____ 30-45 minutes____

45-60 minutes____ 60+____

19. My teacher encourages me to use computers with my parents?

Really Agree! ____ Kind of Agree_____ Don't Know_____

No_____ Absolutely No!_____

20. I have borrowed a computer from school?

Really Agree! ____ Kind of Agree_____ Don't Know_____

No_____ Absolutely No!_____

21. During a regular school week, I use the computer in class

0 days____ 1 day____ 2 days____ 3 days____ 4 days____

5 days_____

22. In my class, we usually use the computers for _____ each time we get on them.

0-15 minutes____ 15-30 minutes____ 30-45 minutes____

45-60 minutes____ 60+____

23. In my classroom, my teacher lets us work on the computer in pairs.

Really Agree! ____ Kind of Agree_____ Don't Know_____

No_____ Absolutely No!_____

24. My teacher lets us work on the computer in large groups—at least 3 of us.

Really Agree! ____ Kind of Agree_____ Don't Know_____

No_____ Absolutely No!_____

APPENDIX C

Parent Questionnaire

PARENTS & GUARDIANS PLEASE FILL THIS SURVEY OUT--IT IS VERY IMPORTANT !!!
We are trying to determine how much time you and your child or children read outside of school and what technology is being used in the home. PLEASE fill-out this 20-question survey and BE SURE to have your child/children RETURN IT to school TOMORROW. You do not have to give your name, nor are we looking for a particular response, just answer as honestly as you can. If you have more than one child at Mason, you only need to fill this form out once. Thank you for your support.

Directions: Check the ONE answer that reflects your view, UNLESS the question directs you to select more than one response.

1. I have a child or children is in _____at Mason Elementary School. (Select more than one if you have more than one child at Mason)
   K___ 1st grade___ 2nd grade___ 3rd grade___ 4th grade___ 5th ___

2. My child is a
   Male___ Female____ (place a number if you have more than one child)

3. I have had or I have (Check all that apply)
   Vocational/Job training_____ High school diploma_____ a GED_____ a college degree_____ college credits____ Masters degree or beyond_____ None listed_____

4. I spend approximately _____ hours with my child/children from the time he, she or they leave school until the time he, she or they go to bed.
   0- hours _____ 1-2 hours_____ 3-4 hours_____ 5-6 hours_____ 7 and over_____

5. I read to my child/children every week.
   Strongly Agree ___ Agree___ No Opinion___ Disagree___ Strongly Disagree____

6. Out of a seven day week, I read to my child/children.
   0 days___ 1 day___ 2days___ 3 days___ 4 days___ 5 days____6days___ 7 days____

7. When I read to my child/children, I read approximately ____each time we sit down.
   0-15 minutes___ 15-30 minutes___ 30-45 minutes___ 45-60 minutes___ 60+___

8. My child/children like(s) when I read to him/her/they.
   Strongly Agree ___ Agree____ No Opinion____ Disagree____ Strongly Disagree____

9. Mason Elementary School encourages me to read at home with my child/children?
   Strongly Agree ___ Agree____ No Opinion____ Disagree____ Strongly Disagree____

FLIP OVER—THERE ARE MORE QUESTIONS ON THE BACK

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10. My child DOES NOT enjoy reading on his/her own at home.

Strongly Agree ___ Agree____ No Opinion____ Disagree____ Strongly Disagree____

11. I am concerned about my child's/children's reading level

Strongly Agree ___ Agree____ No Opinion____ Disagree____ Strongly Disagree____

12. The staff at Mason Elementary School trained me how to use a computer to work with my child/children at home?

Strongly Agree ___ Agree____ No, someone else trained me____ Disagree____ Strongly Disagree____

13 I know how to use a computer?

Strongly Agree ___ Agree____ No Opinion____ Disagree____ Strongly Disagree____

14. I have used a computer at home with my child/children that Mason Elementary has provided.

Yes____ No ____

If you answered "No", do you have your own computer at home? Yes_____ No_____
If you answered "No" again, go to question 17.

15. Out of a seven day week, I work with my child/children on a computer.

0 days___ 1 day___ 2days___ 3 days___ 4 days___ 5 days____ 6 days___ 7 days____

16. I use a computer with my child approximately_____ each time we sit down.

0-15 minutes___ 15-30 minutes___ 30-45 minutes___ 45-60 minutes___ 60+___

17. I am satisfied with the availability and use of technology in my child/children's classroom?

Strongly Agree ___ Agree____ No Opinion____ Disagree____ Strongly Disagree____

18. My child/children use(s) computers in his/their classroom at school?

Strongly Agree ___ Agree____ No Opinion____ Disagree____ Strongly Disagree____

19. My child/children report(s) that he or she works in pairs on the computers in his/her classroom?

Strongly Agree ___ Agree____ No Opinion____ Disagree____ Strongly Disagree____

20. My child/children report(s) that he or she works in large groups (at least 3 students) on the computers in his/her classroom.

Strongly Agree ___ Agree____ No Opinion____ Disagree____ Strongly Disagree____

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Table 1

10 Most Segregated Sites for Blacks

	Percent of blacks in isolation
Chicago, IL	71%
Cleveland, OH	67%
Detroit, MI	61%
Memphis, TN-AR-MS	58%
St. Louis, MO-IL	54%
Baltimore, MD	53%
Philadelphia, PA-NJ	53%
Buffalo, NY	48%
New Orleans, LA	47%
Kansas City, MO-KS	44%

Source: U.S. Bureau of the Census, Washington, D.C., 1991; American Demographics magazine, 1992.

Table 1

Minority Isolation Trends in Target School

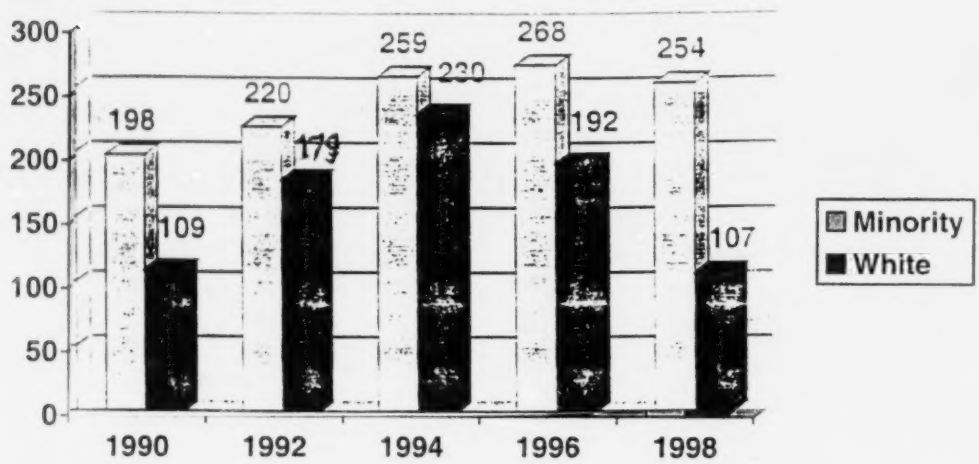

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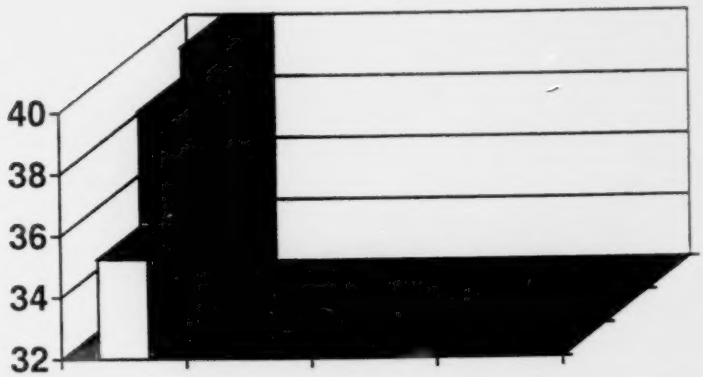
Figure 3

STAR Assessment Reading Results–Pre and Post-test



Pre test	35.25			
Post test	39			
Goal	40			

Figure 4

Self-reported Time Parents Read to their Children in Minutes, Each Week

Figure 5

Satisfaction Levels of Parents Regarding the Availability and Use of Technology

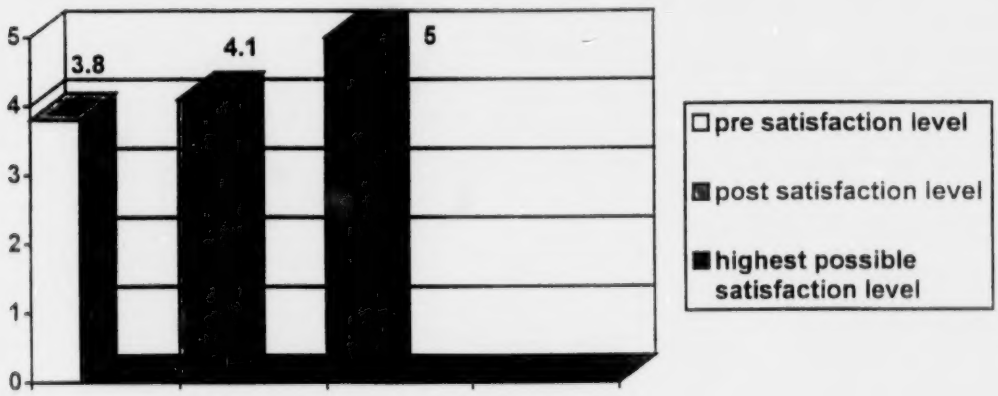


Figure 6

Minority Isolation Court Report Results for District and Target Elementary School, 1999 to 2000

District and Schools	Black	White	Other	Total	Percent Minority	Minority Percent Increase
District 1999	1471	214	12	1697	87%	
District 2000	1493	177	21	1691	89%	2%
Target School 1999	244	108	4	356	70%	
Target School 2000	266	96	4	366	73%	3%